

consequently not effective in preparing undergraduate and graduate students to meet the marketing challenges unique to the nonprofit sector – whether a student’s future role is tactical or in a board leadership capacity; and certification programs are few and represent a unique and untapped area of opportunity for business schools to leverage existing resources and provide a needed resource for existing nonprofit professionals.

Value to Marketing Education:

Service learning, volunteer internships, and social entrepreneurship experiences have gained appeal for college students. Likewise, there seems to be a consensus among educators to develop a students’ social consciousness with instruction around green marketing/green washing and concepts of social corporate responsibility and social entrepreneurship. This content – and an understanding of salary and career potential - should be incorporated into the overall curriculum design to provide educators a fuller and more comprehensive approach to nonprofit marketing curriculum.

References available upon request

Title: Exploring the Role of Information Literacy on Satisfaction with Client Sponsored Experiential Learning Project

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Purpose of the Study:

This study looks at client sponsored experiential projects implemented in marketing research classes at a public university in USA. Although the client sponsored research projects are becoming an integral part of curricula in AACSB accredited business schools and extant studies have tested the effectiveness of client sponsored projects, few studies in marketing education literature look at one important aspect of client sponsored research projects, that is, information literacy , which is considered as a critical problem-solving skill for business students (Clarke & Flaherty, 2007). Since the information literacy provides the foundation for client sponsored research projects (Fowler & Bridges, 2017; Sterngold & Hurlbert, 1998), there is a need to further

examine how important the information literacy is for client sponsored experiential projects from the student point of view. It is also necessary to look at the different drivers that influence the student learning through client sponsored experiential activities. In this study, we focus on the information literacy, perceived competency, perceived value and perceived challenge to evaluate their influence on the effectiveness of a client sponsored experiential project on student learning Outcomes.

Method/Design and Sample:

Existing scales were adapted to measure each construct. Four items were identified from extant literature to evaluate information literacy (Fowler & Bridges, 2017; Sterngold & Hurlbert, 1998). Perceived competency, perceived challenge and satisfaction with experiential project were

measured with a seven-point Likert scale, ranging from 1 “strongly disagree” to 7 “strongly agree” (Ganesh, Paswan, & Sun, 2015). Perceived value looks at the comparative value of experiential project with respect to taking exams and the seven-point Likert scale has been used (Dlačić et al., 2014). Students were asked about their experience with client based experiential group project, as well as the benefits and frustrations they had with the project. Demographic questions such as age, gender, ethnicity and employment status were included at the end of questionnaire. The data was collected through an online survey from several undergraduate marketing research classes over two semesters at a public US university. Total of 120 valid questionnaires were received. In each semester, the students worked with a firm to develop a marketing plan for the client based on the specific business problems presented by each client. The instructor worked with the subject librarian to identify potential resources for the specific project and the librarian did a presentation for each class to help students familiar with various library resources. The students worked in teams to do literature review using library resources and conduct focus group interview first and then survey research to glean relevant information for their project. At the end of semester, they were asked to finish a survey related to their experience with the research project.

Results:

Based on the descriptive statistics, 54 of 120 respondents were male and majority were 21 to 25 years (81.7%) and 10.8 % were 26-30 years. About 37.5% of the respondents were Hispanics, followed by Caucasian (32.5%), Asian (21.7%) and African American (3.3%). Over half of the respondents had part time job (55.8%), 20.8 % with full time job, and 23.3% with no employment.

In addition, 90% of the students had no prior experience with a client sponsored experiential group project. The confirmatory factor analysis (CFA) was used to examine the dimensionality of information literacy, perceived competence, perceived challenge, perceived value, and satisfaction

with experiential project. All scales were found to have adequate reliability (Churchill, 1979), as well as convergent and discriminant validity (Fornell & Larcker, 1981; McDonald & Ho, 2002). The hypothesized relationships were tested using a multiple regression in SPSS. The regression results showed that information literacy ($t = 2.397$, $p = 0.018$), perceived competency ($t = 2.443$, $p = 0.016$), and perceived value ($t = 4.161$, $p = 0.000$) positively influence satisfaction with experiential project, while perceived challenge is negatively related to satisfaction with experiential project ($t = -1.728$, $p=0.087$). As a result, all hypotheses H1 to H4 were supported by the data analysis results. The control variable prior experience with experiential project has no impact on student satisfaction with the project ($t = 0.654$, $p = 0.515$). The content analysis of opened

questions related to the aspects that benefit/frustrate students shows that students in general appreciate the learning experience to apply knowledge to real world situations while expressing their concerns on time consuming aspects of projects.

Value to Marketing Education:

This study has several key contributions to existing marketing education literature: first, it helps us to further evaluate the effectiveness of client sponsored experiential project due to the changing

business and student expectations of marketing education; second, it explores the potential antecedents of effective experiential pedagogy such as information literacy and perceived competency; third, this is the first study to empirically investigate the potential impact of information literacy on marketing research related experiential projects to the best of our knowledge since extant studies were mostly conceptual; next, this study adds alternative insights on client sponsored experiential projects and its practical effectiveness; and finally, there is significant theoretical, pedagogical and practical importance in examining how students perceive client sponsored experiential projects.

References available upon request

Title: The Three B's of Branding: Applying the Brand Evolution Process in Marketing Classes

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Abstract

Branding, like many other marketing concepts, has evolved over time, but models for branding as an evolutionary process have been largely absent from the curriculum. This paper is a conceptual piece consisting of a literature review and resulting in a new branding model. The paper has three objectives: to (1) highlight relevant extant research in branding, (2) discuss the importance of brand evolution as a necessary component of marketing strategy, and (3) introduce the Brand Evolution Process, consisting of three distinct stages and providing a framework for enhancing student understanding of the holistic nature of brand strategy. The Brand Evolution Process has three stages. Brand Development is strategic in nature and occurs before commercialization and involves forming a brand identity and all of the related brand elements for what will eventually become a related line of products. The Brand Management stage involves managing the brand image in the marketplace, beginning with awareness and attitude formation among the market potential through effective and cohesive marketing communication efforts, and progressing to brand usage, preference and loyalty. Brand Optimization involves leveraging the equity built in a brand through new product brand extensions in addition to re-branding and re-positioning when necessary. This three-stage evolution concept is in its beginning stages with a focus on an initial exploration of some of the current literature and suggesting a concise model which will be challenged by future qualitative and quantitative research. References are available upon request.

References available upon request